

**THE CORRELATION BETWEEN STUDENTS' EXTROVERT
INTROVERT PERSONALITY AND THEIR SPEAKING ABILITY
AT THE SECOND SEMESTER OF THE SPEAKING CLASS
OF ENGLISH EDUCATION STUDY PROGRAM
OF STATE ISLAMIC UNIVERSITY RADEN
INTAN LAMPUNG IN THE
ACADEMIC YEAR
OF 2020/2021**

A Thesis

Submitted as a Partial Fulfillment of the Requirements for S-1 Degree

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ABSTRACT

In the process of learning, speaking is a crucial skill to be mastered. It is important in communication. Speaking skills are defined as the skills which allow us to communicate effectively. They give us the ability to convey information verbally and in a way that the listener can understand. It allows us to form connections, influence decisions, and motivate change. Without communication skills, the ability to progress in the working world in life, itself, would be nearly impossible. However, even speaking is very important, learners are still not interested in speaking but they tend to have good ability in that field. Their ability in speaking should actually be in line with the way how they see speaking itself. Therefore, the objective of this research is to find out whether is there any correlation between students' extrovert introvert personality and their speaking ability at the second semester of the speaking class of English Education Study Program of State Islamic University Raden Intan Lampung in the academic year of 2020/2021.

In this kind of quantitative research, the researcher employed correlation research design. The population of this research was the second semester of speaking class of English Education Study Program. The sample were 3 classes: A, B, C consisting of 60 students from those three classes. To collect the data of students' extrovert introvert personality, there were 15 items. The 15 items were valid and reliable with 7 aspects: activity, sociability, risk-taking, impulsiveness, expressiveness, reflectiveness, responsibility. It was conducted online by using google form. For the students' speaking ability the score from test was used to collect the data. It was oral test about short speech. The topics were about education, sports and events they were instructed to make a video about 5 minutes and sent it via personal WhatsApp. After collecting the data of both variables, the data were analyzed by using SPSS with Pearson Product Moment formula.

After doing the hypothetical test, based on the data analysis computed by SPSS, it was obtained that Sig (P-value) is 0.487, means $\text{Sig} < \alpha$. Based on this research, there is correlation between students' extrovert introvert personality and their speaking ability at the second semester of the speaking class of English Education Study Program of State Islamic University Raden Intan Lampung in the academic year of 2020/2021.

Keyword : *Correlation study, Extrovert Introvert Personality, Speaking Ability*



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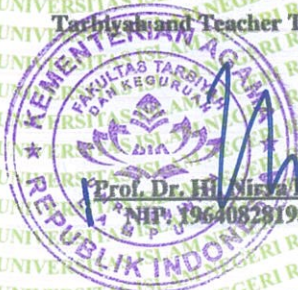
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I hereby certify that this thesis is definitely my own words. I am completely responsible for the contents of this thesis. Other researchers' opinions and research findings included in this undergraduate thesis are quoted or cited in accordance with ethical standards.

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MOTTO

يٰۤاَيُّهَا اَدْهَبُوْا فَتَحَسَّسُوْا مِنْ يُۤوسُفَ وَ اَخِيْهِ وَلَا تَاْيَسُوْا مِنْ رَّوْحِ اللّٰهِ اِنَّهٗ لَا يٰۤاَيْسُ مِنْ رَّوْحِ اللّٰهِ اِلَّا الْقَوْمُ الْكٰفِرُوْنَ

87. “ O my sons, go and find out about Joseph and his brother and despair not of relief from Allah. Indeed, no one despairs of relief from Allah except the disbelieving people.” (QS. Yusuf : 87)¹



¹ Sahih International, “ Qur’an Surah Yusuf 87 (12:87) in Arabic and English translation (Online), available at: <https://www.alquranenglish.com/quran-surah-yusuf-87-qs-12-87-in-arabic-and-english-translation> Accessed on: May 23th, 2021

DEDICATION

From the deepest place in my heart, this undergraduate thesis is dedicated to everyone who cares and loves me. I would like to dedicate this thesis especially to:

1. My beloved parents: Mr. Albasyah Agung and Mrs. Masnuni Septa who always pray and give me support and spirit as well as wish for my success and have never got tired of supporting me in anyway of doing this thesis,
2. My beloved sister: Yeni Lutfia Mita, Amalia Agustina and Dinda Gusti Alyani who always asked when exactly I would have graduated and finished my study,
3. My beloved friends : Evi, Asa, Erika, Ainul, and Tiara. Thank you for your friendship, kindness, cheering and support.
4. My beloved all lecturers in English Education Study Program who taught me many things in academic field, and
5. My beloved Almamater UIN Raden Intan Lampung.

CURRICULUM VITAE

The name of the researcher is Aprilia Putri Handayani. She was born in Kotabumi, North Lampung on April 25th 1999. She is the third daughter of Mr.Albasyah Agung and Mrs.Masnuni Septa. She has three sisters, namely : Yeni Lutfia Mita, Amalia Agustina and Dinda Gusti Alyani.

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The researcher is fully aware that she cannot complete this final project without the assistance of others. The researcher has been thankful to a lot of people who has helped, supported and prayed this final project in which the researcher cannot mention all of them. She wishes to give the sincerest gratitude and appreciation to:

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6. All lecturers of English Education of Tarbiyah and Teacher Training Faculty who have taught the researcher a lot of valuable lessons.

Finally nothing is perfect neither this thesis. Any correction, comments, and criticism for the goodness of this undergraduate thesis are always open-heartedly welcome.

Bandar Lampung, 1 June 2021
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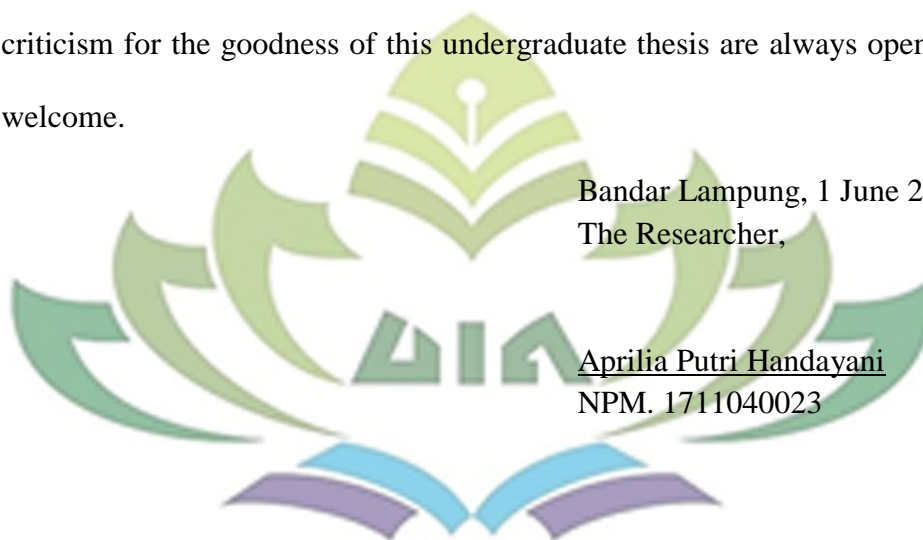


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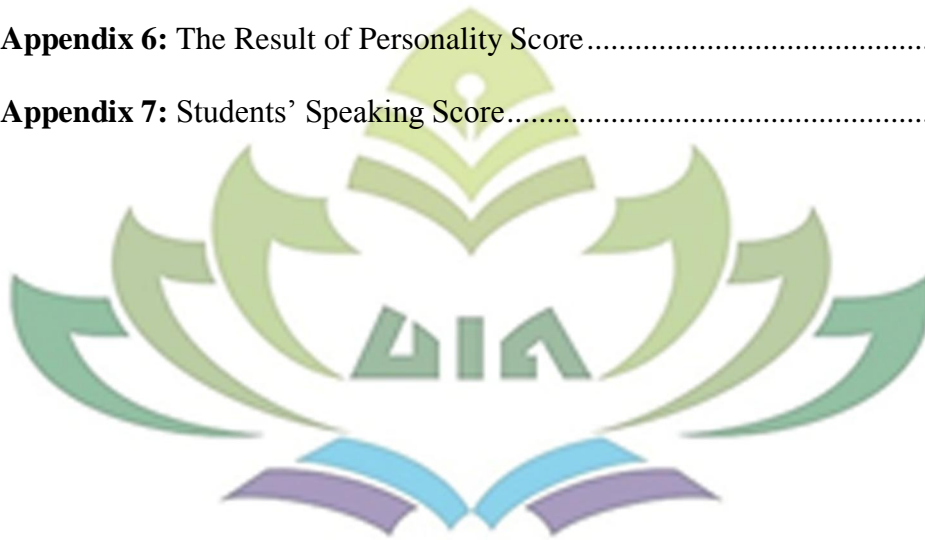
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CHAPTER I

INTRODUCTION

A. Background of the Problem

English is one of the most important international languages in the world. It is used by almost all people around the world to communicate with each other. That is why English is taught at every level of education in Indonesia as the first foreign language. English is taught as a compulsory subject given to the students of junior high school and senior high school for both government and private schools.

One of the basic skills in English is speaking. Speaking is the ability that requires the process of communicative competence, pronunciation, intonation, grammar, and vocabulary. For the beginner, speaking exercise is difficult to try. Naturally, they feel confused about the rule, like grammar, vocabulary, pronunciation, and fluency. Some students are afraid of being active in speaking. This phenomenon makes many students get low scores in English.

There were some factors that influence speaking ability. Some students usually get difficulties speaking. On the other hand, some students were active in speaking in their classroom. One of the causes of those problems related to personality. According to Kavirayani personality is the way we think, feel, perceive, and react to the external world, which has been thought of by different workers since ancient times.² It means that personality is defined as the subjective

² Krishnamurthy Kavirayani, *Historical Perspectives on Personality – The Past and Current Concept: The Search is Not Yet Over*. AMHS Journal, Vol. 6, Issue 1 (June 2018), p. 180.

awareness of someone into himself which is different from other perceptions. Students' personality has an important role in the teaching and learning process. It is necessary to develop because it can influence the students in learning. Learning is a long unlimited process that keeps developing according to ability and motivation coming from within or outside the individual. Every student is different. Students' differences can be seen from two factors, vertical and horizontal. The vertical difference concerns physical aspects such as shape, size, strength, and endurance of the body. Meanwhile, horizontal difference includes psychological aspect such as intelligence, ability, interest, emotion, personality, and so on.³ Personality factors within a person can contribute in some ways to the success of language learning. Students have distinctive personality characteristics that make them prepared for having different worldviews and thus behaving differently in various social and educational settings. In general, personality is classified into extrovert and introvert. Many have a wrong understanding of the two. Extroverts are not always talkative, they need other people to feel whole and good. On the other hand, introverts feel whole when they withdraw from other people. Contrary to stereotypes, introverts can have an inner strength of character that extroverts do not have.⁴

Extroverts personality is social, practical, appear affectionate, good conversationalists, active, and lively. They are habitually outgoing, prefer outdoor activities, tend to be essentially social, participating in various social and personal

³ M. Nur Ghufroon, and Rini Risnawita, S., *Gaya Belajar Kajian Teoretik* (Yogyakarta: Pustaka Pelajar, 2014), p.8.

⁴ H. Douglas Brown, *Principles of Language Learning and Teaching (4th Edition)*, (New York: Longman, 2000), p. 155.

activities.⁵ An extrovert is a person who is energized by being around other people. This is the opposite of an introvert who is energized by being alone. Other characteristics of extrovert personality traits are, the students do not like to be alone. It's nice to be in a crowd. Unlike introverts, extroverts feel comfortable gathering in large groups. They do not even hesitate to become leaders in group work and social activities after work and then the students have lots of friends. Extroverts find it easier to make new friends because they feel comfortable with the energy of others. They also have extensive social networks with many acquaintances. The students are outgoing and optimistic. Extroverts are sometimes referred to as people who are happy, positive, cheerful, and friendly. They rarely think too much about difficulties in life. They have don't worry about risks. Extroverts sometimes like to take risky actions. If the action is successful and the risk is paid, they will feel very satisfied.

One of the skills that will be influenced by the students' personality is speaking. Speaking is the process between speaker and listener and it is a productive skill. When people speak, he or she sends information or ideas to another person.

Burns stated that speaking is a highly dynamic psycholinguistic process involving complex cognitive, linguistic, and motor skills.⁶ It means that speaking has an important skill in daily life because it is the main skill in communication. Without speaking we can not socialize with others.

⁵ Tomas Chamorro-Premuzic, *Personality and Individual Differences* (Victoria: Bps Blackwell: 2007), p. 20.

⁶ Anne Burns, *Research and The Teaching of Speaking In The Second Language Classroom. Handbook of Research in Second Language Teaching and Learning*, Vol. III (January 2017), p. 245.

Lumettu and Runtuwene stated that speaking as aforementioned is one of the four main language skills. It is described as the ability to express oneself in a life situation or the ability to express the sequence of ideas fluently.⁷ It means that speaking is to send the message to another one or to be able to communicate about something by using a language and understood by someone who becomes the listener.

Based on the preliminary research by interviewed a lecturer in English Education Study Program at UIN Raden Intan Lampung, especially in speaking class, there were some students' problems when learning speaking found by the researcher such as they have a lack of vocabularies, they have less confidence to speak English, they have afraid of speaking English, they were not able to pronounce English accurately and they were not able to speak fluently. The researcher also found two elements that influenced the successful teaching and learning process were the lecturer and students. The students' one by one observed by the researcher. First, from the lecturer, the researcher found that the lecturer who teaches in the class is good. It can be seen when the lecturer delivering material, she speaks English well. Besides, the lecturer also used media and a good strategy that can motivate students to speak English in the classroom. Second, from the students, they have two characters behavior in the learning process; students who active and passive in the learning process that discovered by the researcher. Some students were active in the learning process, they were interested in the speaking activity, they were active to respond or answer the

⁷ Lumettu and Runtuwene, *Developing the Students' English Speaking Ability Through Impromptu Speaking Method*. Journal of Physics: Conference Series, Vol. 953, Issue 1 (January 2018), p. 2.

lecturer's questions, and active to perform in front of the class. On other hand, some students were passive in the learning process and they did not interest in a speaking activity. They choose to be silent and listened to what the teacher taught. These different characters of students' behavior in the learning process are influenced by their personality.

Personality is psychology factor that affects the way students thinking, feeling and behaving. The major personality types that are related to the behavior of someone are extroverts and introverts. The students who active to speak in the learning process categorized as extroverted personalities and the students who passive to speak in the learning process categorized as introverted personalities. Briefly, the extrovert and introvert personality types become the main point that will influence the different characters of students' behavior when learning. There are active and passive students who have different interests in an activity. Thus, it is important to see the correlation between students' extrovert introvert personality and their speaking ability.

These phenomena have inspired some researchers to research personality and English speaking ability. In the previous research, Abdallah & Sheir investigated the Personality Types as Predictors of Oral Fluency in Palestine. The objective of this study was to reveal any correlation between extrovert-introvert Palestinian EFL learners and their oral fluency. The participants of this study were 36 people of the fourth year EFL undergraduates whose ages were around 21 to 22 years old. The psychometric tool used in this study was the Eysenck Personality Questionnaire which is useful to measure the degree of extraversion-

introversion. The result showed that there was a positive correlation between extrovert-introvert (Personality Types) and Oral fluency in Palestine.⁸

Another related study was conducted by Diyah, Eka, and Rusmaya which investigated the correlation between extrovert and introvert students and their speaking ability of the English department at IAIN Palangka Raya. This study was aimed at investigating whether there is a positive correlation between extrovert and introvert students in the speaking ability of the English Department at IAIN Palangka Raya. For the data collection, there were questionnaire and documentation as the instruments. The questionnaire was adapted from Eysenck Personality Questionnaire (EPQ) which categorized the students into introverts and extroverts. The population of this study was the students in the academic year 2014-2016 who programmed Speaking For Everyday Communication of English Department at IAIN Palangka Raya, with a sample of 82 students. There were 43 extrovert and 39 introvert. The result revealed there is a positive correlation between extrovert and introvert students and their speaking ability of the English Department at IAIN Palangka Raya.⁹

Lestari, Sada, & Suhartono investigated the correlation between Extrovert – Introvert Personality and Students' Speaking Performance at TanjungPura University, Pontianak. The purpose of this study was to investigate the possible effect of extrovert introvert personality on the speaking performance of the 2013 English students in FKIP Untan. The selected participants were about 33 students.

⁸ Rajaa Hassan Abdallah, et. al., *Personality types as predictors of oral fluency. Educational Science Journal*, Vol. 23, No.3 (2015), p. 1

⁹ Diyah Sri Wulandari, Eka Saputri, Rusmaya Nurlinda, *Extrovert and introvert students in the speaking ability of English department at IAIN Palangka Raya. International Conference on English Language Teaching (INACELT)*, (Desember 2017), p. 69.

The framework used to determine their personality types was Mark Parkinson Personality Questionnaire. The result revealed that there is a positive correlation between the participants' speaking performance and their personality types. It means that personality types influence the quality of speaking performance.¹⁰

Sri Muniarty Samand, Zalili Sailan, Asrun Lio investigated the correlation between students' extrovert-introvert personality and students' speaking performance in English Study Program of Halu Oleo University. The objective of the study was to examine, whether there is correlation between extrovert-introvert personality and students' speaking performance or not and also to know which personalities have better achievement in speaking performance. The personality and the students score were correlated by using Pearson Product Moment Correlation. The result of correlation testing reveals that there is no significant correlation between extrovert personality and speaking performance and also there is no correlation between introvert personality and speaking performance.¹¹

Rebin A. Aziz investigated the Extraversion-introversion and the oral performance of Koya University EFL students. The aims was to reinvestigate the correlation between extraversion-introversion and EFL students; oral proficiency represented by fluency, accuracy, complexity, pronunciation, and global impression. The results suggest that there was a negative correlation between extraversion-introversion and EFL oral performance components, fluency, accuracy, complexity, pronunciation, and global impression. In addition,

¹⁰ Arie Lestari, Clarry Sada, Luwandi Suhartono, *Analysis of the relationship between Extrovert – Introvert Personality and Students' Speaking Performance*. *Jurnal Pendidikan dan Pembelajaran Khatulistiwa*, Vol. 4, No. 3 (2015), p. 10.

¹¹ Sri Muniarty Samand, Zalili Sailan, Asrun Lio, *Analysis On The Relationship Of Extrovert-Introvert Personality And Students' Speaking Performance In English Study Program Of Halu Oleo University*, *Journal of Language Education and Educational Technology (JLEET)*, Vol.4. (2019), p. 1.

the correlation coefficient values reveal that there is no relationship between the two variables. These findings are discussed with respect to the previous findings in the same research field.¹²

The summarize, this study differs from the previous ones in terms of focus. This research is specifically focusing on speaking ability. Different places and participants were also being the researcher consideration to take this issue which may produce different results. Finally, the researcher concluded to make research as "The correlation between students' extrovert introvert personality and their speaking ability".

B. Identification of the Problem

According to the background above, there were some problems :

1. The students have a lack of vocabulary and afraid of speak English.
2. The students have less confidence to speak English and not able to speak fluently.
3. The students were not able to pronounce English accurately.
4. Some students were passive in the learning process and they are not interest in speaking activities.
5. The different characters of students behavior in the learning process.

C. Limitation of the Problem

This research focused on the correlation of the students' extrovert introvert personality and their speaking ability at the second semester of the

¹² Rebin A. Aziz, Extraversion-introversion and the oral performance of Koya University EFL students. (Thesis Bilkent University.2010), p. 63

speaking class of English Education Study Program of State Islamic University Raden Intan Lampung in the academic year of 2020/2021.

D. Formulation of the Problem

Based on the background of the study above the problem of this research can be formulated as follows: Is there any correlation between the students' extrovert introvert personality and their speaking ability at the second semester of speaking class of English Education Study Program of State Islamic University Raden Intan Lampung in the academic year of 2020/2021?

E. Objective of the Research

By the formulation, the purpose of the study is to find out is there any correlation between the students' extrovert introvert personality and their speaking ability at the second semester of the speaking class of English Education Study program of State Islamic University Raden Intan Lampung in the academic year of 2020/2021.

F. Significances of the Research

This research would like to seek for there is or not correlations between students' extrovert introvert personality and their speaking ability at the second semester of the speaking class of English Education Study Program of State Islamic University Raden Intan Lampung. The significances of the research are :

1. Theoretically

This research hopefully will provide more theories for further research in correlation between students' extrovert introvert personality and their speaking ability.

2. Practically

It is expected that this research will provide useful input for educators, students also the university in the academic side as follows:

a. For the lecturers

This research result can be used as information for the lecturers about the correlation between students' extrovert introvert personality and their speaking ability. The lecturers can find good strategies to teach speaking in English, so that all of the students can be comfortable in the classroom and achieve good result.

b. For students

The result of this research hopefully will motivate the students to become better in English speaking by learning and practicing which are appropriate with their personality.

c. For the university

This research can make the students understand about their personality. The researcher hopes that it can motivate students to become better in English speaking in the university especially in Speaking subject by learning and practicing which are appropriate with their personality.

d. For the readers

The result of this research can be a reference for the study of personality. The reader can know the correlation between students' extrovert introvert personality and their speaking ability.

G. Scope of the Research

The scope of the research is as follows:

1. Subject of the Research

The subject of the research was the students' at the second semester of the English education study program at UIN Raden Intan Lampung in the academic year of 2020/2021.

2. Object of the Research

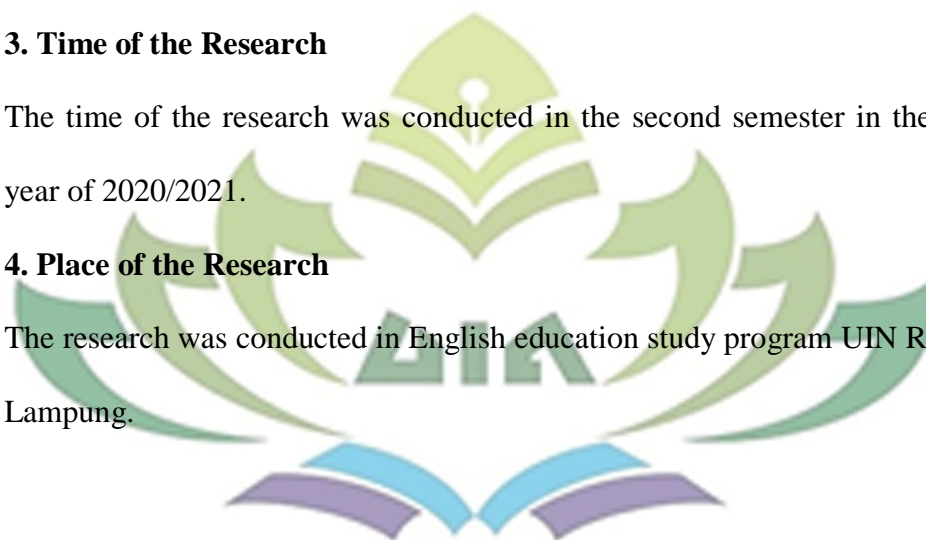
The object of the research was the correlation between the students' extrovert introvert personality and their speaking ability.

3. Time of the Research

The time of the research was conducted in the second semester in the academic year of 2020/2021.

4. Place of the Research

The research was conducted in English education study program UIN Raden Intan Lampung.



CHAPTER II

REVIEW OF RELATED LITERATURE

A. Definition of Speaking

Speaking is a special part of life. Speaking has become an important part of how meaning is handled by a verbal or non-verbal symbol. In Oxford Advanced Dictionary, the definition of speaking is "to express or communicate opinions, feelings, ideas, etc, by or as talking and it involves the activities in the part of the speaker as physiological (articulator) and physical (acoustic) stages". Speaking means transferring information from the speaker to the listener and persuading others to do things. Good speaking comes from the speaker and the listener. Both need each other to create a conversation, the conversation usually called through communication. In our lives, we need to talk, we need to expand our goals, what we want, what we need, etc. Speaking needs language, everyone in this world needs language to communicate with the other to find meaning to the other. By using language all our aims in communication will be delivered to the fullest.

According to Richards and Renandya, "speaking is one the central elements of communication." central elements of communication."¹³ It means that talking is a very important thing that can be used by somebody to communicate with other people. When a person speaks, he or she communicates his or her ideas, emotions, and thoughts. By speaking, he or she can share information with others as well. No matter what type of communication needs to be spoken. The main purpose of

¹³ Jack C. Richard and Willy A Renandya, *Methodology in Language Teaching: An Anthology of Current Practice* (New York: Cambridge University Press, 2002), p.210.

speaking is to introduce something that interests the student so that they can benefit from the teaching and learning process.

It is impossible to communicate correctly if nobody is talking to each other. In addition, Nunan suggests that "speaking is a productive aural or oral skill. It consists of producing systematic verbal utterance to convey meaning."¹⁴ In other words, speaking is oral communication that produces systematic words in order to make it easy for the speaker in the delivery of the meaning and the listener can understand what the speaker means. With always practicing the ability to speak, someone can get a lot of information, knowledge and this can enhance their ability to speak to be good. Without a good ability to talk, a person will have difficulty communicating effectively and will create misunderstandings.

Furthermore, Luoma states that "speaking as interaction, and speaking as a social and situation based-activity."¹⁵ Speaking can be described as an activity that a person uses to create social interaction with another person. Speaking is also an everyday activity. Speaking can allow a person to interact with others to build good relationships in social life. Speaking is a productive skill that is very important in our daily lives as a relationship between us. In speaking, we can express a sequence of ideas, opinions or feelings, or report actions to inform, entertain, and persuade the student of the interest in teaching and the learning process. Having good English is very important especially for students, as it becomes the bridge for them to know the world. Speaking is different from other language skills, although when compared to writing, the answer should be writing.

¹⁴ David Nunan, *Practical English Language Teaching* (Singapore: The Mc. Graw-Hill Companies, 2003), p. 48.

¹⁵ Sari Luoma, *Assessing Speaking* (New York: Cambridge University Press, 2004), p. 9.

Which makes it hard to speak is just because of the language, English. English will feel bad when we don't try to know more about it. Actually, speaking English helps all students improve their skills. A good habit when students speak in English is that they will remember many vocabularies.

Based on the definition above, it may be concluded that the ability to speak is the ability of the student to speak or to enhance the ability to speak. The ability to speak is used to convey an idea, feeling, thought, and needs orally. The purpose of teaching oral expression is effective communication. Speaking becomes an important process of sharing and constructing meaning, it also becomes an active use of language to express the meaning of communication. In communication as a speaker need a partner from the hearer. The purpose of speaking is to deliver our meaning properly. Using language to communicate will be created instantly.

B. Definition of Speaking Ability

Speaking is the process between the speaker and the listener and involves productive ability and understanding of responsive skills. To be good at speaking, the students must have mastery of pronunciation, grammar, vocabulary, fluency, and comprehension. This is supported by Littlewood who states that success is measured not only in the functional effectiveness of the language but also in the terms of the acceptability of the forms that are used.¹⁶ The statement describes the ability to speak as the ability to express ideas, thoughts, feelings, and opinions orally. In addition Loma states, "Speaking skills are an important part of the

¹⁶ Littlewood William, *Communicative Language Teaching* (New York: Cambridge University Press, 2004), p. 21.

curriculum in language teaching, and this makes them an important object of assessment as well".¹⁷

Mcdonough states, "Speaking ability is enables us to produce utterances, when genuinely communicative, speaking is desire and purpose driven, in other words, we genuinely want to communicate something to achieve a particular end. This may involve expressing ideas and opinions, expressing a wish or desire to do something, negotiating and or solving a particular problem, or establishing and maintaining social relationships and friendships".¹⁸ Speaking ability is one of the language skills which must be learned and mastered by students in the learning of the foreign language.

Moreover, the ability to speak is one of the language skills to learn and master by pupils in learning a foreign language. By practicing the language learned, students will gain a better understanding of it. Speaking is limited to the ability to lead a simple conversation about certain topics while speaking skill is a difficult skill to access accurately, as it is a complex skill to acquire. In communicating with other people, it is important to know the situation whether it is formal or informal. Furthermore, it can be concluded that the ability of students to speak is their ability to express their ideas, opinions, thoughts, experiences, and feelings using English with a good command of grammar, vocabulary, pronunciation, smoothness, and understanding. Speaking ability is the ability to take action or resolve a situation with specific words. Good speaking skills will allow individuals who become our communications partners to understand what

¹⁷ *Ibid*, p. 1.

¹⁸ Mcdonough Jo, et. al., *Materials, and Method in ELT* (Malden: Wiley Blackwell, 2013), p. 157

we have said. A good speaker will convey their aims in communication by a clear explanation and others can achieve the goal without any misconception. Furthermore, speaking has become an important part of the treatment of meaning through verbal or nonverbal symbols. By conveying the purpose, the speaker always hopes that the listener will easily understand the purpose of the communication. Good communication requires more than one person. As we know, the objective of communication is to get the information from someone else accurately.

C. Components of Speaking

Brown classifies the components of speaking into five categories. They are grammar, vocabulary, comprehension, fluency, and pronunciation. All of the components above are very important in speaking. The first component is grammar. Students must have proficiency in grammar. It because grammar is necessary for students to arrange the right phrase in a conversation. There are sixteen tenses and every tense has a different situation and time. Grammar is a system of rules governing the conventional arrangement and relationship of words in sentences by using the correct grammar the listener will know when the action happens, where the action takes place, who is the audience, who is the speaker etc.

The second component is vocabulary. Students need lots of vocabulary in order to communicate effectively. Moreover, students should be taught the language component. They have to know what the words mean and how they are used. Which means they need a lot of vocabulary. Vocabulary includes using the

word correctly and appropriately. If students have a lot of vocabulary, they can express their thoughts on communication with others.

The third is comprehension. Comprehension is about how students can communicate the content of the information when they speak. Comprehension is discussed by both speakers because comprehension can make people getting the information that they want. Comprehension is defined as the ability to understand something through a reasonable understanding of the topic or knowledge of what a situation is really like. Next, pronunciation. The students should know and articulate the words clearly in order to keep communication successfully and avoid misunderstanding. To make our communication accepted by our listeners. It is better for us to pronounce the words clearly, especially with the ones that has most similar pronunciation such as the head (hed), and hate (heit), and the word that has similar formation such as "read" in the regular (pronounced ri:d) and in the regular (pronounce red). Finally, fluency is about the ability of students to speak fluently and make the listeners will able to understand the message.¹⁹ According to Hornby, fluency is able to speak or write a language or performs an action smoothly or expressed in a smooth and fluently in order to make someone easy to understand what he or she said.²⁰

Based on the explanation above, five components of the ability to speak can be concluded. They consist of vocabulary, grammar, fluency, pronunciation, comprehension. We need not just one or two vocabularies, but also all those we

¹⁹ H. Douglas Brown, *Language Assessment Principle and Classroom Practices* (New York: Pearson Education, 2004), p. 172.

²⁰ Hornby, *Oxford Advanced Learner Dictionary of Current English* (Oxford University Press, 1995), p. 451.

can remember and understand. Sometimes some people say grammar is unnecessary, but we can see if we don't understand grammar, how people understand us. Good pronunciation is needed for our communication as well. Therefore, all the elements are necessary to properly speak and communicate.

D. Definition of Personality

The word personality comes from the Latin word *persona*, which refers to a masked used by the actors in theatrical performances. This mask has its own character which must be played by the actors.²¹ But this definition is not acceptable, the psychologists use the term "personality", as the word refers to something more than just behavior and experiences. In Islamic perspectives, personality is used interchangeably with the terms like oneself, character, soul, and particular behavior of an individual.²²

According to Schultz, everybody has one personality as the most important asset; to help them succeed in life. It helps their experiences. People's achievement, expectations for the future, and even health can be influenced by their personality and others' in the interaction.²³

Interaction of students in the learning process will affect their behavior. Through their choices and action, they can determine their own experience and what kind of person they will become. It refers to personality. Personality is a

²¹ Duane P. Schultz and Sydney E. Schultz, *Theories of Personality (9th ed)* (Wadsworth: Cengage Learning, 2009), p. 8

²² Amber Haque and Yaseen Mohamed, *Psychology of Personality-Islamic Perspective* (Malaysia: Art Printing Works Sdn Bhd, 2009), p. 257

²³ *Ibid*, p. 3.

unique characteristic distinguishing an individual from one another by cognitions, motivations, and behavior in a variety of situations.²⁴

Although the personality is concerned about the source of individual differences and results, it focuses on a larger picture than the internal processes of the people themselves. Through their choices and actions, they can identify their own experiences. They ask why some people enjoy solving physical or mathematical problems, while others find it difficult to understand.

Psychologists have long argued in terms of how to define personality. A lot of definitions have been offered, but no one is universally accepted. Personality is in fact a kind of elusiveness. Understanding the personality of people does not only satisfy their curiosity but also gives control of their own lives

From those definitions, it can be synthesized that personality is an individual that produces an organization, dynamic, and unique characteristics together as a combination of behaviors, cognitions, motivations that compose an individual human being.

Caprara and Cervone stated that many investigators agree on the three general principles of personality described below:

a. People develop through interaction with the environment. As people develop, their improved personal capabilities give them greater control over their personal experiences. Not only in personality change, but also in internal factors. The internal beliefs and standards through which people regulate their behavior are

²⁴ Jess Feist and Gregory J. Feist, *Theories of Personality (6th ed)* (Singapore: McGraw-Hill, 2006), p. 4.

shaped by external factors such as observations of others' behavior and feedback from the environment.

b. Individual develops competencies, personal standards, and aspirations. They play an increasingly proactive role in their own development.

c. There are coherence and continuity in personality, which can be fully appreciated only by considering the person as a whole and by examining the organization of personality rather than single acts reveal the underlying structure of the personality system.

Humans as social beings cannot completely abstain from other people. What differentiates them are how they interact with others, is it in a smaller or bigger circle? Their personality can change along with the intensity of interaction. So people cannot completely become introverts because they need each other to help themselves going through life.

E. Types of Personalities

There are two major types of personalities; extrovert and introvert. These terms are widely used today and usually considered to be opposite poles of the same dimension. Extrovert and introvert have their own special dynamics, and both attitudes have progressive and regressive properties. Extrovert and introvert can have positive and negative implications for human development. Both people's extrovert and introvert personalities complement each other. Everyone has extroverted and introverted aspects. If a person has two dominant sides of one of those types, either extrovert or introvert.

1) Extrovert

An extrovert is one of the types of personality. According to Premuzic, extrovert is an individual's tendency to be talkative, outgoing, and energetic. Extrovert tends to enjoy being with others and easy to express their feeling and emotions. They are optimistic, outgoing, and confident.²⁵ In addition, extrovert tends to be talkative and sociable, likes meeting new people, hates routines and reading books, and gets bored easily.²⁶ Extroverts enjoy activities that involve a lot of people, such as party events, community events, or active in clubs or organizations. Extroverts tend to like spending time with a lot of people and usually have little time to be on their own. They tend to be excited about others, and they tend to get bored when they are alone.

Based on these definitions, it can be concluded that extroversion is an attitude influenced by its environment characterized as extrovert, socially free, and interested in interacting with others. They will be more comfortable in a group setting or discussing with friends.

a) The Strengths of Extrovert

The points below are the strengths of extroverts which are derived from the *Personal Style Inventory* by Hogan and Champagne:

- (1) Understands the external
- (2) Interacts with others
- (3) Being open

²⁵ Tomas Chamorro-Premuzic, *Personality and Individual Differences* (Victoria: Bps Blackwell: 2007), p. 20.

²⁶ Randy J. Larsen and David M. Buss, *Personality Psychology: Domains of Knowledge About Human Nature 3rd Edition* (New York: McGraw-Hill, 2008), p. 214.

(4) Acts, does

(5) Being well understood²⁷

Based on the strengths of extrovert personality it can be concluded that extrovert people will always be happy to participate in socialization activities, even if they are happy to be a chairman or a leader. As well as being sociable, people with extroverted personalities easily make friends with others and have lots of friends and connections, and are often seen as friendly. Extroverts enjoy expanding their connections and meeting new people. Then, people with extroverted personalities like to talk or start conversations with the people around them and learn about that person's life. Extroverts tend to speak first before thinking. Then they also don't like being alone, this is because they feel energized when they are with other people rather than alone. Then, people who have an extrovert personality will usually be less involved in their problems and tend to think positively and happily. The problem at hand will not be considered for too long. Also, it is easy to adapt to all situations. He or she is also very spontaneous and innovative in dealing with all problems and situations.

b) The Weaknesses of Extrovert

The points below are the strengths of extroverts which are derived from the Personal Style Inventory by Hogan and Champagne:

(1) Has less independence

(2) Does not work without people

(3) Needs change, variety

²⁷ R. Craig Hogan and David W. Champagne, *Personal Style Inventory* (University Associates: Annual Handbook for Group Facilitators, 1980), p. 6.

(4) Being impulsive

(5) Being impatient with routine

From the weaknesses of extrovert personality, we know that extrovert character who likes to talk makes him sometimes talk too much and makes the people around him uncomfortable. Especially if he can't control himself in a state that he should be able to calm down. In addition, people with extroverted personalities are also known to be careless in their actions. He often does not think in advance about the consequences of his actions. Habits like this make him careless and less careful in any case. Extroverted personalities also enjoy being the center of attention, so they thirst for praise and attention.

Based on the strengths and weaknesses of extroverts, being extroverted is required to become a leader, because they have a good means of communicating with others. They have no problem talking openly in public and like to discuss each problem that occurs rather than keeping it to themselves. Their impulsiveness is more than a weakness because a leader sometimes has to make a quick decision about what is best for the group.

2) Introvert

An introvert is another type of personality. According to Premuzic, an introvert is a person who tends to be alone a lot and prefers solitary activities.²⁸ The introvert tends to withdraw from stress. Introverts tend to spend a lot of time. An introvert prefers timetables and routines.

²⁸ *Ibid.*

According to Cain, introvert does the work with high concentrate carefully and slowly. Hogan and Champagne mentioned some characteristics of an introvert, i.e. quiet, diligent, working alone, and socially reserved.²⁹ The general perception of introversion is that they tend to be more silent and less talked in front of many people. They enjoy lonely activities such as reading, writing, computer games, or fishing. An introvert tends to enjoy a lot of time by spending it alone and a bit of time with a lot of people, except for interacting with family or close friends.

Based on these definitions, an introvert can be concluded as an attitude based on subjective perceptions. It is characterized as quiet, hard-working alone, and socially reserved.

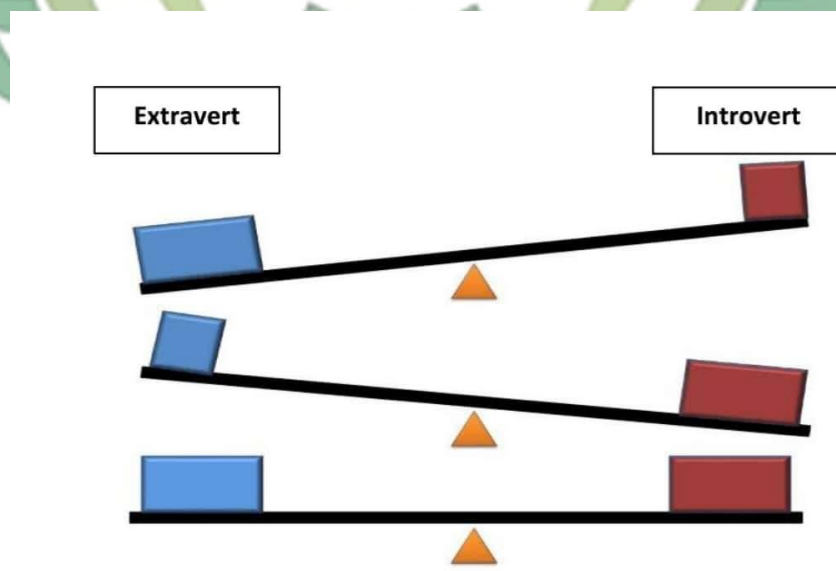


Figure 2.1

The Balance of Extroversion and Introversion³⁰

²⁹ *Ibid*, p. 4.

³⁰ *Ibid*, p.116-117.

From the figure above can be concluded that people are not completely extrovert or introvert. People have two personality characteristics in them. They can be extrovert but have a few characteristics of an introvert. It's only that everyone tends to be extroverted or introverted.

a) The Strengths of Introvert

Hogan and Champagne draw some strengths of Introvert people as follows:

- (1) Being independent
- (2) Working alone
- (3) Being diligent
- (4) Works with ideas
- (5) Being careful of generalizations
- (6) Being careful before acting³¹

Based on the strengths of introvert people it can be concluded that people who have an introvert personality, are use to doing things on their own, tend to be more independent and independent of others. He or she will also be very good when working independently and do not encounter any difficulties. In addition, creativity in introvert think is driven by fantasies and imagination. Introverts tend to have no desire to conform to existing rules and prefer to make up their own rules. Extroverts tend to face things right away without seeing any potential risk. This is clearly different from introverts who are more careful and reckless. Introverts are generally good at seeing the risks that exist and will make calculations before acting. This made her life more alert. Then, people who are

³¹ *Ibid*, p. 6.

introverts generally don't need to be careless to act. Secretly he or she can produce a work or achievement. With a calm nature, slowly the goals he or she wants to achieve can be achieved.

b) The Weaknesses of Introvert

The points below are the weaknesses of introverts proposed by Hogan and Champagne:

- (1) Need quite an atmosphere to work
- (2) Misunderstands the external
- (3) Being secretive
- (4) Avoids others
- (5) Dislikes being interrupted
- (6) Being lost opportunities to act
- (7) Being misunderstood by others

Based on the weaknesses of introvert personality we know that an introvert personality will be more comfortable if working in a quiet atmosphere alone, he will focus more on thinking about something because he doesn't like to be disturbed because it will lose his concentration. In addition, they are usually closed to everyone.

Depending on the strengths and weaknesses of introverts, their characteristics are needed for jobs that require high concentration as accountants, paralegals, psychiatrists, etc. They love to read and do things for themselves because it makes it more comfortable. They're probably someone who works behind a screen. Being introverted is not always bad because we can rely on it

because we are used to being independent and keeping secrets that other people say like psychiatrists because it is part of their work ethic.

3) The Differences between Extrovert and Introvert

As described before, extrovert and introvert are opposite poles of the same dimensions. Here are the differences between extrovert and introvert;³²

Table 2.1
The Differences of Extrovert and Introvert

| No | Extroverts | Introverts |
|----|---|---|
| 1 | Talkative and outgoing | Quite and withdrawn |
| 2 | Like meeting new people | Prefer being alone or with few friends |
| 3 | Hate routine and monotony | Prefer routine and schedules |
| 4 | Prefer unexpected things | Prefer familiar things |
| 5 | Need people to talk to | Retiring sort of person |
| 6 | Do not like reading or studying by themselves | Fond of books rather than people |
| 7 | Crave excitement | Do not like excitement |
| 8 | Act on the spur of the moment | Tend to plan ahead |
| 9 | Fonds of practical jokes | Reserved and distant except to intimate friends |
| 10 | Their feeling is not kept under tight control | Keep their feeling under close control |
| 11 | Not always a reliable person | Reliable person |
| 12 | Look for expanding routine jobs | Have less need to find out something new |
| 13 | Enjoy explicit sexual humor | Prefer intellectual jokes |
| 14 | Easier to listen to advice | Stubborn |

Source: Adopted from Theories of Personality (Feist, J. & Feist, G.J)

Every personality has a different feature. Although they are different in every aspect, no judgment says extroversion is bad. Extroverts are good for socializing with other people, but they also need to reserve time for themselves in order not to get lost. On the other hand, introverts are good at dealing with problems on their

³² *Ibid*, p.120

own, but they need to learn how the real world works in socializing not just from the book they like.

F. Identifying Extrovert and Introvert Students

The concepts of extrovert and introvert have been apparent in modern psychological theory for decades with the terms and acceptance by the psychology community. Many theories are used in order to determine the extrovert level. In this research, to determine the extrovert and introvert students, the researcher used the Eysenck Personality Questionnaire (EPQ).

Before 1990, the best-known research on personality was inspired by Eysenck's theory and personality questionnaires. One of the most influential trait theories of personality is that derived by Eysenck who initially postulated two main dimensions of personality. These factors are assessed in the Eysenck Personality Questionnaire (EPQ).³³ In psychology, the Eysenck Personality Questionnaire (EPQ) is a questionnaire to assess personality traits.³⁴ There are seven criteria of the Eysenck Personality Questionnaire (EPQ) :

1. Activity

The person who has high activity tends to be active and energetic likes to do physical activities. He gets up early, does the activities quickly and different kinds of tasks. Extrovert people generally active or energetic. They enjoy all kinds of physical activity. They move up rapidly from one activity to the other and they pursue a wide variety of different interests. While introvert people are inclined to

³³ Jeremy Hall, Mary E. Stewart, Basic Psychology *Companion to Psychiatric Studies (Eighth Edition)* (Edinburgh: Elsevier Ltd,2010) ,p. 98.

³⁴ Hans Jurgen Eysenck, Sybil B. G. Eysenck, *Manual of the Eysenck Personality Questionnaire* (London: Hodder and Stoughton,1975), p. 14-17.

be physically inactive, lethargic, and easily tired. They move about the world at a leisurely pace and prefer quiet restful holidays.

2. Sociability

A man having high extroversion usually has high sociability. He has many friends easily, likes to go to a party, likes to do a social activity, likes to meet new friends, and feels happy in friendly condition. For extrovert people, they like social functions such as parties and dance. They like to make a friend. They generally meet people easily and are comfortable in a social situation. While introvert people prefer to have only a few special friends, enjoy a solo activity like reading, and have difficulty in trying to talk to other people.

3. Risk Taking

A human being having high risk-taking value likes to live in a dangerous situation and seek jobs that ignore the risk. He does the jobs without paying attention to his safety. For extrovert people, they like challenging activities and ignore the consequences. They are those who dare to take risks. Whereas introverted people are preferred for familiarity, safety, and security even if this means sacrificing some degree of excitement in life.

4. Impulsiveness

The person who has this value likes to do something spontaneously without thinking firstly and make a quick decision. For extrovert people are inclined to act on the spur of the moment, make hurriedly, often-premature decisions, and are usually carefree, changeable, and unpredictable. While introvert people they are considering matters very carefully before making a decision. They

are systematic, orderly, and cautious and plan out their life in advance. They think before they speak and look before they leap.

5. Expressiveness

People having high expressiveness tend to their feeling freely. They usually like to show their emotions such as sad, angry, afraid, and pleasant. They show that they have high extroversion. For extrovert people, they are reserved, even-tempered, cool, detached and generally controlled as regards their expressions of their thoughts and their feeling. Contrary to introvert people, they tend to be sentimental, sympathetic, volatile, and demonstrative.

6. Reflectiveness

People who have this value usually are pleasant to do practical things and not patient to do abstract and imaginative activities. Extrovert people when doing the job they are more likely to do things than think about them. They tend to have a directional and practical mindset. While introvert people have a theoretical mindset, tend to be interested in ideas, speculation and they like to think and introspect.

7. Responsibility

People who have this character will be believed by others easily. They do duties well and always fulfill inner conviction. For extrovert people, they are inclined to be casual, careless of protocol, late with commitments, unpredictable, and perhaps socially irresponsible. Whereas introvert people are likely to be. When doing the job they are more likely to do things than think about them. They

tend to have a directional and practical mindset. Conscientious, reliable, trustworthy, and serious-minded with a little bit of compulsiveness.³⁵

G. Frame of Thinking

Speaking is one of the subjects for students in Indonesia to learn and practice. But some students are still having difficulty practicing. In speaking, there are some indicators such as pronunciation, grammar, vocabulary, fluency, and comprehension. That meanwhile, by speaking, we are going to produce the means for the listeners. There are interactions that he leads from thought and feelings. In other words, by speaking, we can express our ideas, information, and feelings. One of the problems that may affect the students' speaking materials is the difficulty of speaking the materials themselves. In addition, another factor that can influence the way students speak is the psychological condition, in this case, is personality extrovert and introvert. Students who have introvert personalities usually experience difficulty in communicating verbally which is difficulty in reveals what is in his or their heart and this is different from extrovert personality.³⁶ The possible reason for the lack of skill in English is because students have an introverted personality where individuals are with this personality have a shy nature and only want to be a listener so less able to train, of course, different from the extrovert type personality. Students who have certain personalities can influence communication skills. Therefore, it can be said between personality extrovert introvert and speaking correlate. To know the

³⁵ Gregory J Boyle, et. al., *Hans J. Eysenck and Raymond B. Cattell on intelligence and personality* (Australia: University of Melbourne, 2016), p.45.

³⁶ Choirotu Zubaidah, *Hubungan Kepribadian Introvert Dengan Komunikasi Verbal Siswa Kelas 11 SMAN Satu Kademangan Blitar*. (Artikel skripsi Universitas Nusantara PGRI Kediri, Kediri, 2017), p. 4.

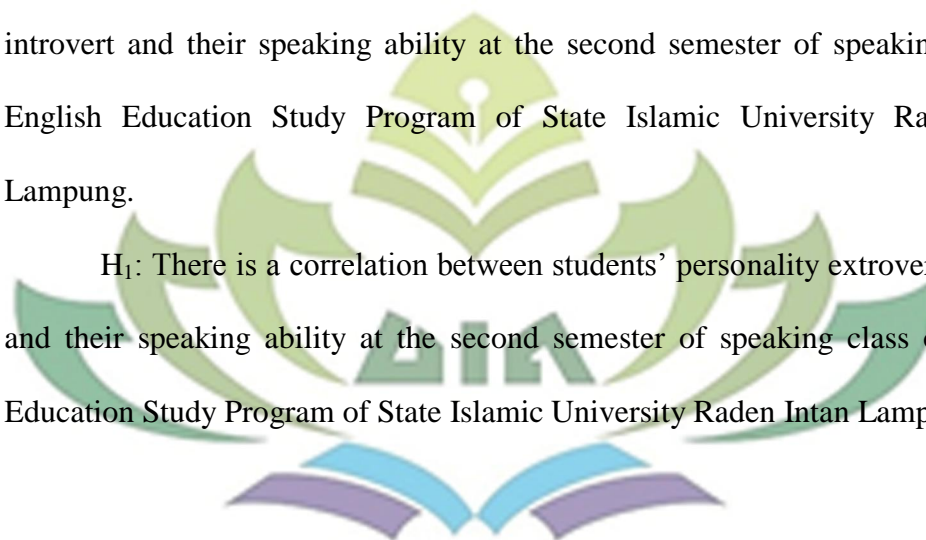
students' personality extrovert introvert, it should be given a questionnaire and ask the students to practice by the English Language. The questionnaire is to prove students speaking personality extrovert introvert.

H. Hypothesis

Based on the theoretical assumptions above, the writer formulates the hypothesis as follows:

H₀: There is no correlation between students' personality extrovert introvert and their speaking ability at the second semester of speaking class of English Education Study Program of State Islamic University Raden Intan Lampung.

H₁: There is a correlation between students' personality extrovert introvert and their speaking ability at the second semester of speaking class of English Education Study Program of State Islamic University Raden Intan Lampung.



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